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ABSTRACT

Contents include: background information on the historical development, purpose, structure, and function of chiropractic accreditation; accreditation policy (eligibility, procedures, classifications, commission actions, and reports); standards for chiropractic colleges (organization, administration, scholastic regulations curriculum, faculty, clinical experience, libraries, instructional aids, research, facilities, and continuing education); and rules and guidelines for interpretation of the published standards in the areas of admissions, advanced standing, catalogs, clinic, degrees, faculty, faculty/student ratio, finances, and laboratories. (MSE)

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EDUCATIONAL STANDARDS

FOR

CHIROPRACTIC COLLEGES

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1977

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NATIONAL INSTITUTE OF EDUCATION

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THE COUNCIL ON

CHIROPRACTIC EDUCATION

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FOREWORD

A DOCTOR OF CHIROPRACTIC is a physician concerned with the health needs of the public as a member of the healing arts. He gives particular attention to the relationship of the structural and neurological aspects of the body in health and disease. He is educated in the basic and clinical sciences as well as in related health subjects.

The purpose of his professional education is to prepare the doctor of chiropractic as a primary health care provider. As a portal of entry to the health delivery system the chiropractic physician must be well trained to diagnose, including, but not limited to, spinal analysis, to care for the human body in health and disease and to consult with, or refer to, other health care providers.

The colleges approved by the Commission on Accreditation of The Council on Chiropractic Education are dedicated to the purpose of producing a competent practitioner.

The Council on Chiropractic Education has validated the"Educational Standards for Chiropractic Colleges". In doing so, it is aware of the importance of these professional colleges to the profession and to the public which it serves. These standards indicate the training received in the approved colleges by doctors of chiropractic as primary physicians.

The qualities of a college are vested in the character of its students, the ability of its teachers, the soundness of its instruction and the adequateness of its equipment. This booklet sets forth the educational standards of the profession.

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THE COUNCIL ON CHIROPRACTIC EDUCATION

HISTORICAL DEVELOPMENT OF CHIROPRACTIC ACCREDITATION:

The importance of quality education was recognized early in the chiropractic profession. Voluntary efforts to improve chiropractic education were undertaken as early as 1935 when a Committee on Educational Standards was created by the National Chiropractic Association, now the American Chiropractic Association.

The Council of State Chiropractic Examining Boards also undertook to improve chiropractic education at about the same time as the NCA and in 1938 both groups merged into a new Committee on Educational Standards. Under the direction of this committee the first college self-study questionnaire was sent to all thirty seven chiropractic colleges actively engaged in chiropractic education in the United States.

In 1939 the Committee on Educational Standards completed work on educational criteria which were presented for approval of the chiropractic colleges. Funds were subsequently appropriated by the NCA to employ an inspector to visit the applicant institutions for the purpose of evaluating their programs against their self-studies and the educational criteria. In 1941 the Committee on Educational Standards issued its first list of institutions with status which consisted of twelve provisionally approved colleges.

In 1947 The Council on Chiropractic Edcuation was formed by Institutional representatives and members of the Committee on Educational Standards. On August 4, 1947 this Council received the approval and support of the House of Delegates of the National Chiropractic Association.

During the twenty-year period from 1941 to 1961 the Committee

continued to function to strengthen chiropractic education. Many of the weaker institutions were merged with other institutions to create stronger academic programs. A number of the grossly substandard institutions were simply closed. By 1961 the number of colleges had been reduced to ten.

In 1964 The National Chiropractic Association merged with other groups to form the American Chiropractic Association which continued to support the CCE.

In 1971 the Council on Chiropractic Education was incorporated as an autonomous national organization and continues to function as such. It is sponsored by the American Chiropractic Association and such other chiropractic organizations as accept the responsibility of sponsorship.

Initial contact with the United States Office of Education by the CCE was made in 1952 with an official application for recognition being filed in 1959. Suggestions for strengthening academics and procedures were received and implemented and in 1969 an unofficial filing of materials was made with the USOE which resulted in further suggestions for change.

On August 16, 1972 the Council on Education filed its formal application with the USOE which resulted in the initial listing of the CCE as a National Recognized Accrediting Agency by the U.S. Commissioner of Education.

On December 11, 1975 CCE recognition was extended by the USOE for a period of three years. The CCE was also accepted as a member of the Council on Specialized Accrediting Agencies in 1975.

On July 1, 1976 the New York State Education Department began accepting the status decisions of the CCE's Commission on Accreditation, thus discontinuing its policy of independent evaluation of chiropractic colleges outside the state of New York.

On October 13, 1976 the CCE was granted initial recognition by the Council on Postsecondary accreditation for a period of five years (until January 1, 1982) for its accreditation of educational programs leading to the Doctor of Chiropractic degree.

PURPOSE

The Council on Chiropractic Education is a national organization advocating high standards of quality in chiropractic education, establishing criteria of institutional excellence for educating primary health care chiropractic physicians, inspecting and accrediting colleges through its Commission on Accreditation, and publishing lists of those institutions which conform to its standards and policies.

STRUCTURE AND FUNCTION

The Council on Chiropractic Education is an autonomous organization. It develops its own bylaws, rules, and the standards and procedures which are applied by the Commission on Accreditation.

The Council is composed of two sections:

1. Institutional members composed of one official representative on the administration level of each member college.

2. The Commission on Accreditation is composed of eight members:

a. Two members appointed by the Institutional members from the faculties or administration officers of the member colleges for a period of 3 years in such manner that only one vacancy occurs in a given year.

b. Two members appointed by the sponsoring Federation of Chiropractic Licensing Boards for a period of 3 years in such a manner that only one vacancy occurs in a given year.

c. Three members appointed by the sponsoring national association(s). In case of multiple sponsorship, the appointments will be made on the basis of prorated certified membership of the sponsoring organizations. Apointments shall be for a period of 3 years in such a manner that only one vacancy occurs in a given year.

d. One nonchiropractic member, representing the general public appointed by the Council on Chiropractic Education for a period of 3 years.

Appointees of the Commission on Accreditation shall not be acting in any official capacity in the national professional organizations named in 2.c. above, and no more than two shall be graduates from or be connected officially with any

one chiropractic college.

In case of failure of any one of the above named groups to appoint or fill a vacancy in their corresponding allotted number of appointees within 3 months of the occurrence of the vacancy or expiration of the term of appointment, The Council on Chiropractic Education shall make the appointment of their choice by two-thirds majority vote.

Institutional members and Commission on Accreditation members shall have voting rights on all matters except college accreditation which is assigned to the Commission on Accreditation. Decisions of the Commission on Accreditation may be appealed.

Financial stability shall be assured by the sponsoring national association(s). Each such sponsor shall contribute to the annual budget in proportion to the number of its members.

The Council on Chiropractic Education concerns itself with the formulation of standards of education, promotion of higher educational endeavors, increased financial support and general improvement in college facilities, students and faculty.

The Council's standards are intended as qualitative guidelines for chiropractic institutions rather than quantitative prescriptions. The application of the standards in the accreditation process is intended to preserve the autonomy and uniqueness of chiropractic institutions and encourage innovative and experimental programs in a manner which insures quality and integrity of the institutions.

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ELIGIBILITY, PROCEDURES AND CLASSIFICATIONS

To be eligible to apply for a preaccreditation or accredited status, a college shall:

1. Have a charter. It is strongly recommended that a college be incorporated under the laws of the state of its residence as a nonprofit, nonproprietary institution exempt from taxation due to its devotion to educational purposes, and there should be no disbursing of income or assets which inure to the benefit of any private party. An institution must be lawfully operating in its state of residence.
2. Have formal authority from the appropriate governmental agency of its state of residence or its state of charter to award D.C.degrees.
3. Have a governing board of not less than nine members which includes representation reflecting the public interest.
4. Have the internal organization and financial base or funding commitments to adequately carry on current and projected operations for the required level of institutional excellence.
5. Have employed a chief executive officer.
6. Have complied with the CCE admissions criteria for no less than two years. An applicant college in operation less than two years must show compliance from the beginning of its operations.
7. Have institutional objectives which embrace those stated in the Educational Standards as well as a clear statement of a plan for achieving them.
8. Offer a curriculum, the content, scope and organization of which embrace the Educational Standards.
9. Have facilities, equipment and faculty sufficeint for teaching and training the student body in accordance with its educational

objectives.

10. Furnish the Commission on Accreditation with a certified copy of a formal action taken by its governing board at a legally constituted meeting indicating subscription to the standards, rules and policies of CCE as set forth in Article 3.01(1) of its By-laws.
11. Have utilized the services of a CCE consultant for a period of not less than one year if applying for preaccreditation status and not less than two years if applying for Accredited status.
12. Has established a record of compliance with generally accepted standards of professional ethics especially with respect to student recruitment and public information.

Recognized Candidate for Accreditation

Recognized Candidate for Accreditation status indicates that the institution complies with eligibility requirements, is actively engaged in the process of seeking accreditation and allows the Commission on Accreditation to assist in the development of the institution and its self-study through the offering of consultive assistance.

A copy of the policy explaining the program leading to the granting of Recognized Candidate for Accreditation status may be obtained from the executive office of the Commission. A Status Study which is completed by the institution in application for Recognized Candidate for Accreditation status is intended as a first step toward the self-study. The Status Study should be a genuine staff project and reflect the intellectual maturity and expository skill that may properly be expected from an institution of higher education. The most important section of the Status Study is an analysis by the institution of its major problems and the projected solutions to these problems. This shall include, but is not limited to, a five year plan to deal with the

following areas:

1. Student Enrollments
2. Tuition and Fee Charges
3. Gift Income
4. Expenditures
5. Indebtedness
6. Plant Expansion
7. Equipment Acquisition
8. Faculty/student Ratio
9. Faculty Qualifications & Effectiveness
10. Equipment and Space Utilization
11. Library Resources
12. Organizational Development
13. Curriculum Development
14. Staff and Faculty Working Conditions
15. Student Life
16. Clinic Training
17. Research

The procedures followed by the Commission in processing a Status Study are the same as those described under the subsection entitled Accredited. If, on the basis of the Status Study, the Commission on Accreditation judges that the institution appears ready for an on-campus evaluation, diagnostic examination will be scheduled. If in the the judgment of the Commission the institution does not appear to be ready for an examination, this recommendation will be forwarded to the institution for consideration. The institution may then decide to proceed with or to postpone the examination.

The diagnostic examination, similar in scope and content to an accrediting examination, provides the basis for granting Recognized Candidate for Accreditation status. Institutions granted Recognized Candidate for Accreditation status may publicize this status; they must utilize CCE consulting assistance as they proceed with the self-study process; and they are allowed 4 years to apply for accreditation. Recognized Candidate for Accreditation status neither assures nor implies eventual accreditation.

The following actions are utilized by the Commission with respect to Reoognized Candidate for Accreditation status:

1. Grant Recognized Candidate for Accreditation status.*
2. Defer action on granting Recognized Candidate for Accreditation status for a time certain pending receipt of specified evidence.*
3. Denial of Recognized Candidate for Accreditation status.*
4. Revocation of Recognized Candidate for Accreditation status, for cause, following appropriate due process.

* Note For the first three actions described above, the Commission utilizes the same subpoints as those listed under the same actions for accredited status in the following subsection.

If an institution is denied Recognized Candidate for Accreditation status upon initial application, it must wait fifteen months from the date of denial before reapplying. Reapplication will not be accepted unless the institution demonstrates substantial correction of deficiencies noted in the Commission's resolution of denial. The waiting period may be waived by action of the Commission.

Consultation services and on-campus examination expenses will be borne by the applying institution.

The Status Study must be submitted by May 1, with final action contemplated no sooner than the annual Meeting (Winter) of the Commission. The Status Study must be submitted by October 1, with final action contemplated no sooner than the semi-annual meeting (summer) of the Commission.

The application for RCA status may be withdrawn by the institution at any time prior to the decision of the Commission.

Accredited

Accreditation is granted to institutions that upon completion of the full accrediting procedure are deemed, by the Commission on Accreditation, to comply with the standards. To be eligible, an institution must have graduated at least one full-term class and demonstrate compliance with eligibility requirements.

The first step in the accrediting procedure is a written application addressed to the Chairman of the Commission on Accreditation by the chief executive officer and board chairman of the applicant college. If the Chairman of the Commission finds the applying institution to be eligible, appropriate instructions will be provided.

The second step is a thorough self-evaluation of every facility, program, and procedure, as well as of all personnel, including students.

The ability of an institution to make critical study of its total activity and to write a scholarly report of its study are indications of institutional quality.

Such a study must involve and encompass all aspects of an institution's being. It must start with institutional objectives and penetrate every facet of policy, program, procedure, and personnel in terms of the objectives. Its scope must be quantitative and qualitative, comprehensive and intensive and must reflect the mutual participation of students, faculty, administration and board of control and other appropriate constituencies.

In the process, consultation services are available.

Self-evaluation on an ongoing basis is imperative to the continuing development of an institution and is required by the Commission on Accreditation.

When the Self-Evaluation Report is complete, it is made available to the members of the Commission for careful study and evaluation so as a report to the Chairman may be made with one of the following recommendations:

Satisfactory: This means that the Self-Study is satisfactory as to form and content and that the institution appears ready to undergo an on-site visitation. The Commission Chairman will arrange to send a visitors team.

Unsatisfactory in terms of the report: This means that the form of the Self-Study is unsatisfactory or that additional information is required. The institution will be asked to submit additional specified data or make specified changes in form before the Commission will send a team of visitors.

Unsatisfactory in terms of content: This means that it appears from the Self-Study that the institution is not yet ready to undergo an examination by a team of visitors. A report will be made to the institution with an outline of the nature of the deficiencies together with appropriate recommendations.

No visitation will be made until the self-study report clearly indicates readiness for the visit.

The visitation team will spend several on-campus days studying all aspects of the institution's program in terms of institutional objectives and the Council's standards. Further time will be given to the writing of the reports.

The colleges shall afford to authorized representatives of the Commission unhampered opportunity to inspect the college's facilities, interview its faculty and management, study the financial and corporate records, and examine student credentials, grading, promotion, and graduation records.

A first draft composite report of the visitors team will be sent to the chief administrative officer of the applicant college by the chairman of the visitors team for correction of factual errors only.

The final draft of the composite report will be distributed by the Executive Secretary to all members of the Commission. It is also sent to chief administrative officer and chairman of the Board of Control of the institution, prior to the Commission's hearing on the institution's application for status, with a directive to review and make a written response.

Decisions regarding accreditation status will be made by the Commission attended by the chief administrative officer and chairman of the Board of Control of the institution, or their designees. A member of the visitors team, preferably the chairman, will also be present. The institution will be advised of the decision in writing.

Consultation services and the on-campus examination expenses will be borne by the applying institution. The Self-Evaluation Report must be submitted by October 1 in contemplation of final action no sooner than the semi-annual meeting (summer) of the Commission.

The Self-Evaluation Report must be submitted by May 1 in contemplation of final action no sooner than the Annual Meeting (winter) of the Commission on Accreditation.

The application for initial accredited status may be withdrawn by the institution at any time prior to the decision of the Commission.

The following five status actions are utilized by the Commission with respect to accredited status:

1. Initial Accreditation or Reaffirming Accreditation:
   a. With recommendations.
      i. With timetable for action
      ii. Without timetable for action
      iii. With request for progress report at specified times.
   b. Without recommendations.
   c. Other specified conditions.

2. Deferment of initial accreditation for a time certain pending receipt of specified evidence based on one or more of the following:

   a. Regular progress report indicating compliance with recommendations.

   b. Special report indicating compliance with recommendations.

   c. A supplementary visit by Commission representative.

   d. Consultant's report to the Commission and/or visit by the institution's consultant with the Commission.

   e. A meeting with representatives of the institution.

   f. Other specified conditions.

   g. A combination of any of the above.

3. Denial of initial accreditation:

   a. Commission identifies criteria not being met.

   b. Recommendations by Commission to assist institution in meeting criteria.

   c. Assignment by Commission, of mutually agreed upon consultant, if not previously assigned.

   d. Commission may offer Recognized Candidate for Accreditation status, with or without conditions and/or recommendations.

4. Revocation of accredited status:

   a. Possible steps to disaccreditation:

      i Accredited -- public probation -- unaccredited.

      ii Accredited-- confidential probation -- public probation -- unaccredited.

5. Reinstatement of accredited status:

   a. Submission of updated or new self-study

   b. Visitation

   c. Hearing on team report. Evidence of correction of deficien-

cies which led to disaccreditation and compliance with standards.

Initial accreditation or reaffirming accreditation: In granting initial accreditation or reaffirming accreditation, the Commission has determined that the institution is in substantial compliance with the Council's criteria and that it is substantially meeting its own objectives. If the Commission finds areas that need strengthening, criteria that are not being met, or that are partially being met, it will make recommendations to the institution. The recommendations may be tied to a timetable for correction or the institution may b asked to report its progress at specified times. Other conditions may be specified as the Commission deems appropriate. Both initial accreditation and renewal of accreditation may be granted without recommendations or conditions.

Deferment of initial accreditation: If, in its consideration of an institution's application for accredited status, the Commission determines that the evidence demonstrates that the institution is not in substantial compliance with the criteria but that unmet criteria may be met in a short period of time, it may defer action pending receipt of specified evidence showing the criteria are met.

The Commission will specify the kind of evidence necessary to demonstrate compliance and whether it is to be submitted as part of a regular progress report or as a special periodic report. Meetings with the institution's CCE consultant and with administrative personnel may also be held to substantiate compliance. If the situation warrants, a supplementary visit by Commission representative(s) may be conducted or other specified conditions imposed.

Denial of initial accreditation: If the evidence before the Commission does not indicate substantial compliance with the criteria or that unmet criteria may be met within a short period of time, initial accreditation will be denied. The Commission will identify the criteria not

being met and will make recommendations to assist the institution in meeting the unmet criteria. The Commission will assign a mutually agreed upon consultant, if one has not been previously assigned.

The Commission has discretionary authority to offer an institution, denied initial accreditation, the status of Recognized Candidate for Accreditation if warranted by the facts before the Commission.

An institution denied initial accredited status without offer of RCA status must wait two years before reapplying for such status. Reapplication will not be accepted unless the institution demonstrates substantial correction of deficiencies noted in the Commission's resolution of denial. The waiting period may be waived by action of the Commission.

Revocation of Accreditation: Where the Commission receives evidence that an accredited institution is not complying with CCE criteria, it may, after meeting with institutional representatives, place the institution on confidential probation. The institution is supplied with a written bill of particulars setting forth the specifics of the non-compliance. Confidential probation is not made public and is reported only to the chief administrative officer and chairman of the Board of Control of the institution. The Commission and chief administrative officer of the institution may agree on a mutually acceptable timetable and procedures for correction of the deficiencies or the Commission may set the timetable.

Should the institution not make the corrections recommended, or should further deficiencies develop during the confidential probation, the Commission may, after meeting with institutional representatives, place the institution on public probation. Public probation is published by the Commission after notifying the chief administrative

officer and chairman of the Board of Control of the action. The institution is supplied with a written bill of particulars setting forth the specifics of the non-compliance. It will be allowed a minimum of six months for compliance. The Commission and chief administrative officer of the institution may agree on a mutually acceptable timetable and procedures for correction of the deficiencies or the Commission may set the timetable. The institution is provided with formal notice that failure to correct the deficiencies within the timetable may result in disaccreditation.

Disaccreditation may follow public probation, if upon evidence presented at a formal hearing before the Commission, it finds the institution is not meeting the Commission's timetable for correction of deficiencies noted in the bill of particulars. The Commission's action is published following notification of the institution's chief administrative officer and chairman of the Board of Control.

In unusual circumstances, where non-compliance develops in an accredited institution so as to warrant more immediate action to protect the public and the student consumer, the Commission may take action without resorting to confidential probation and place the institution on public probation following appropriate due process.

Reinstatement of Accredited Status: Once the Commission has revoked the accredited status of an institution, it must reapply by submitting either a new self-study or an updated self-study as may be required by the Commission. The Commission's usual procedure for applicants for initial accreditation and petitions for renewal is applied to petitioners for reinstatement. The visitation team report, hearing evidence and supporting data must show, not only correction of the deficiencies which led to the disaccreditation, but, in addition,

substantial compliance with the Council's criteria.

APPEAL:

> Any institution receiving an adverse accrediting decision from the Commission on Accreditation may appeal the decision to the Appeal Panel. The five adverse accrediting decisions from which appeal may be taken are:
>
> 1. Denial of request for Recognized Candidate Status
> 2. Denial of request for initial accredited status
> 3. Confidential probation of an accredited institution
> 4. Public probation of an accredited institution
> 5. Revocation of preaccredited or accredited status

An appeal must be filed with the Executive Secretary of the Council within sixty days of receipt of the Commission's written decision. To be valid the appeal must contain a certified copy of a formal action authorizing the appeal, taken by a lawfully constituted meeting of the governing body of the institution. The Commission's written decision must include a bill of particulars which sets forth the institution's non-compliance with identified criteria, procedures or rules or indicates how the institution is not meeting its own objectives.

The appeal is based on a review of self-evaluation documents, catalog, visitor's report, institution's response to visitor's report, predecision hearing of Commission and Commission decision. The Appeal Panel will not receive documents or testimony on events or progress made at an institution after the Commission's decision.

Alleged improvements effective subsequent to the evaluation which can be verified only through another on-site visit provide the basis for another evaluation, not for an appeal. Appeal does not include a dispute on a finding of fact unless appellant makes a prima facie showing that the finding is clearly erroneous in view of the reliable, probative and substantial evidence on the whole record before the Commission.

Representatives of the Commission and the institution present relevant written evidence to the Appeal Panel prior to the appeal hearing. A hearing date will be set by the Appeal Panel. Both Commission and institutional representatives meet with the Appeal Panel at the hearing to provide additional testimony and answer questions.

The names of the persons who will be present at the hearing shall be filed with the Executive Secretary of the CCE at least ten days in advance of the hearing. The Appeal Panel determines whether the Commission made the correct decision on the basis of the facts before it following its predecision hearing. The Appeal Panel makes either of the following decisions:

1. Sustains the action of the Commission on Accreditation.
2. Remands to Commission on Accreditation for reconsideration of their decision with recommendations for the appropriate action.

The written decision of the Appeal Panel, including a statement of specifics, is sent to the chief administrative officer of the institution and to the Chariman of the Commission on Accreditation.

If an institution has status with the Commission at the time the Commission makes an adverse accrediting decision affecting the institution, the institution's status shall not change until either the time for appeal has passed or until the appeal process has been concluded.

The Appeal Panel shall consist of three persons selected as follows:

1. One person appointed by the voting institutional members of the Council.

2. One person appointed by those sponsoring national associations of the CCE with their voting rights weighted in accordance with their ratable financial support to CCE; said member to be selected from the accredited academic community

3. One person appointed by the Commission on Accreditation, but not a member of the Commission.

The Appeal Panel shall select its own chairman and secretary, set the hearing date and advise both appellant and appellee of its procedure.

Costs of the appellate process, other than those incident to the preparation and presentations of the appellant and appellee to the Appeal Panel, shall be borne equally by appellant and the Council on Chiropractic Education.

Both the appellant and the Council shall be required to make an equal cash escrow deposit with the Treasurer of the CCE to cover the cost of the appeal. The amount of said deposit shall be based on an estimate of projected costs as determined by the appellant and the CCE Executive Committee. Deposits shall be made within thirty days following the filing of the appeal. Any unused portion of the escrow deposit shall be returned to appellant and appellee in equal amounts.

A copy of the document describing the appeal procedure may be obtained from the executive offices of the CCE.

REEVALUATION

Reinspection and reevaluation of accredited institutions will be conducted at intervals no longer than 5 years.

The Commission on Accreditation will establish dates for receipt of self-evaluation reports. On-campus evaluations will be scheduled within 6 months of receipt of self-evaluation reports. Failure of

institutions to comply with the established schedule will be cause for probation or revocation.

REPORTS

In a form prescribed by the Commission on Accreditation, institutions shall report annually their financial status, enrollment, and other data respecting their operations. A short form report covering essential financial and other pertinent data will be required on a semiannual basis. Special reports may be required of an institution at the discretion of the Commission. Failure to furnish timely reports shall constitute cause for disciplinary action, probation or revocation of status, at the discretion of the Commission, following appropriate notification.

PUBLICATION OF MEMBERSHIP STATUS

A list of member colleges, their accreditation classifications and year of next regularly scheduled reevaluation shall be published annually by the Council. Any references by an institution to its accreditation shall clearly specify the accreditation classification level (RCA, Accredited) it has received.

An institution granted Correspondent status must utilize the following statement if it wishes to describe its status publicly:

> Correspondent status indicates that an institution has achieved initial recognition through compliance with basic eligibility requirements, evidence of sound planning, availability of resources to implement these plans and demonstration of its intent to work toward accreditation. Correspondent status is not accreditation, nor does it assure eventual accreditation.

An institution granted Recognized Candidate for Accreditation status must utilize the following statement if it wishes to describe its status publicly:

> Recognized Candidate for Accreditation status indicates that an institution is in compliance with basic eligibility requirements for accreditation and is actively engaged in the process of seeking accreditation through

Self-Study and the consultative assistance of the Commission on Accreditation. Recognized Candidate for Accreditation status is not accreditation, nor does it assure eventual accreditation.

Any public reference by an institution to a letter of intent to apply for an accreditation status with the Commission on Accreditation of CCE is prohibited.

EDUCATIONAL STANDARDS FOR CHIROPRACTIC COLLEGES

OBJECTIVES

The objectives of each institution shall be clearly defined. A measure of the merit of the institution is the degree to which its stated objectives are fulfilled. In the broadest terms these objectives shall embrace the preparation of the chiropractic doctor as a primary health care provider, as a portal of entry to the health delivery system, the development of postgraduate education for the profession, and the conduct of research.

ORGANIZATION

A chiropractic college should be incorporated under the laws of the state of its residence as a nonprofit, nonproprietary institution, exempt from taxation due to its devotion to educational purposes. There should be no disbursing of income or assets which inure to the benefit of any private party.

Control shall be vested in a board of not less than nine members, composed of chiropractic practitioners and public-spirited men or women who receive no financial benefits from the operations of the college or from any other member or members of the board and administrative staff, or from businesses or enterprises controlled or directed by them. No board member shall serve in an administrative or instructional capacity. Membership on such a governing body requires the members to seriously assume many obligations and responsibilities, some of which are outlined here.

Obligations

- To develop goals, objectives, and policies in such ways that the college will be ever more effective in serving those who depend upon it for service -- students, profession, society.
- To safeguard the funds, properties, and integrity of the college.

Responsibilities

*To be thoroughly familiar with the charter and bylaws under which the college functions.

*To be knowledgeable about the nature, purpose, and programs of the college.

*To formulate, but not administer, broad policy consistent with the charter, bylaws, nature, and purpose of the college.

*To support the policies it formulates.

*To keep authority in the board as a whole and in properly called and constituted meetings for which official minutes are kept and available for inspection.

*To attend and participate in meetings of the board and support the college with time, talent, and substance.

*To assume the responsibility to see that adequate monies are made available to meet operating costs.

*To select a well-qualified chief administrator and vest in him authority commensurate with his responsibility.

*To expect adequate and accurate reports from the chief administrator on matters pertaining to all aspects of the college--finance, instruction, library, clinics, physical plant, research, etc.

ADMINISTRATION

Supervision

Management and supervision of all college activities shal' be under the direction of the chieffadministrative officer. He shall appoint to assist him a staff of administrative officers conforming in number, kind, and organization to accepted standards for professional colleges.

An organizational table and position descriptions for all administrative staff members are to be kept current and available.

The minimum administrative staff organization will include an appropriately qualified officer, by whatever title, assigned to each of the following areas: academic affairs, student affairs, business affairs. These officers shall be responsible to the chief administrative officer and be granted authority commensurate with their responsibility.

Self-Evaluation Committee

Each institution shall maintain an active self-evaluation committee which shall include students, faculty, administration, board of control and other appropriate constituencies. This committee shall be responsible for current comprehensive data collection on the institution and re-examination and recommendations on clarification or revisions of goals and objectives. It shall make detailed analysis of: a) Strengths and weaknesses of all aspects of the institution; b) Effectiveness of the educational program; c) Effectiveness of governance and decision-making process, including roles of various groups therein; d) Quality, morale and educationally related activities of faculty; e) Adequacy of physical and financial resources for present and future needs and;f) The campus climate and environment, the role of students, their satisfaction or dissatisfaction with programs and services.

Financial Management

A recommended guideline for financial budgeting and accounting is, "Uniform Accounting for Colleges", The Council on Chiropractic Education, January 1965.

The fiscal and academic years of all colleges are to be uniform for accounting and reporting purposes. Any sound accounting system established between a college and a reputable CPA accounting firm is acceptable.

Colleges are free to select their fiscal and academic years, however at each institution the fiscal and academic years are to be uniform for accounting and reporting purposes.

Some determiners of financial stability are: ownership of college buildings; grounds and equipment; net worth; relationship of debt service expense to income; ratio of tuition and fee income to income from gifts, grants, and other sources; ability to maintain adequate and appropriate budgetary requirements.

Records and Reports

Each institution shall maintain an adequately detailed system of records on each student from application credentials through the total period of attendance. Such comprehensive records, including matriculation, attendance, grades, disciplinary action and financial accounts shall be the permanent property of the institution, to be safeguarded from all hazards and not to be loaned or destroyed.

From student records, faculty and administration credentials, files, financial records and other sources, the institution shall develop such reports as the Commission on Accreditation shall require.

Each institution shall provide documentary evidence of its compliance with non-discriminatory and equal opportunity policy in its employment practices and in its recruitment of students.

Ethical Practices

Each institution shall comply with generally accepted standards of professional ethics especially with respect to student recruitment and public information.

Catalog

The college shall issue, at least biennially, a bulletin setting

forth the character of the work which it offers. The content and format shall follow the usual pattern of professional college catalogs.

Such announcement shall list its trustees, president, dean, and other administrative officers. It shall contain a listing of the members of the faculty with their respective academic credentials, ie., degrees, issuing schools and dates.

The courses are to be set forth by departments, showing for each subject its contents, and value in term, semester, or quarter hours.

Information is to be given regarding entrance requirements, discipline, attendance, examinations, grades, promotion, and graduation.

Tuition, matriculation, laboratory, graduation and special fees shall be listed. An equitable student tuition refund policy shall be stated.

There shall be brief descriptions of the library, laboratories, and clinic facilities.

Calendar

The calendar, as published in the catalog, shall designate the beginning and ending dates of the terms, the vacation periods, the legal holidays observed, and the dates for semester and final examinations.

There should be a reasonable degree of uniformity in the college calendars of those colleges accredited under this program. Colleges may elect to use the semester, trimester, term, or quarter system.

SCHOLASTIC REGULATIONS

Admission

The admission of students shall be in the hands of an officer who is a member of the Committee on Admissions, and his decision shall be subject to the approval of the Committee.

Documentary evidence of students' preliminary education shall be obtained and kept on file. All transcripts of records from other colleges shall be obtained directly from such schools.

No applicant will be barred from admission because of race, color, creed or sex.

Preprofessional Education

All candidates must furnish proof of having acquired at lease 2 years (or 60 acceptable semester hours) leading to a baccalaureate degree in the arts and sciences, including laboratory courses in biology and chemistry. The preprofessional education which has been acquired by the candidate must have a "C" average (2.0 on a 4.0 scale) with no less than a "C" grade in courses with laboratory in biology and chemistry. No more than 20 semester hours of a candidate's preprofessional education can have been acquired through CLEP examinations or through challenging courses.

Advanced Standing

Applicants for admission to advanced standing shall be required to furnish evidence: (1) that they can meet the same entrance requirements as candidates for the first-year class; (2) that courses equivalent in content and quality to those given in the admitting college in the year or years preceding that to which admission is desired have been satisfactorily completed; (3) that the work was done in a chiropractic college acceptable to the Committee on Admissions of the college, and (4) that the candidate has a letter of recommendation from the dean of the college from which transfer is made.

Credits for work done in colleges of liberal arts and sciences will be allowed only in the preclinical subjects.

Applicable credit may be granted to an applicant who has taken professional work in an accredited medical or osteopathic college. No candidate will be accepted from such colleges if dishonorably dismissed.

For all students admitted to advanced standing, there will be on file with the registrar the same documents as required for admission to the first-year class and, in addition, a certified transcript of work completed together with a letter of honorary dismissal from which transfer was made.

Foreign Students

To be admitted to a United States chiropractic college a non-U.S. citizen must:

1. Have the endoresement of the chiropractic organization of his home country if such organization exists.
2. Submit proof of proficiency in English
3. Submit evidence of having the financial resources, or funding commitment, to complete a minimum of one year of education.
4. Meet the same dducation requirements as students matriculating from the United States.

Orientation of New Students

It is strongly urged that colleges during the first week of the opening semester shall conduct orientation sessions for first-year students as a means of adjusting the student to his new environment.

Student orientation shall include a discussion of the institution's objectives, organization, and procedures, including scholastic regulations, student conduct, requirements for successful completion of class work, promotion, and graduation.

Emphasis shall be given to defining the student's position in relation to the profession he seeks to enter. He shall be given an explanation of the legal, economic, and social place of the profession in society.

The student shall be given an understanding of state regulations of the profession and the role of the examining boards, both as a protection of the public and the practitioners licensed to practice.

Student Counseling

A well-organized program of student counseling shall be established to assist students. A faculty counselor shall be assigned to each class to assist students with their educational and personal problems.

Attendance

An institution must have a stated policy relative to attendance. Students shall be required to spend the last year of the course in residence in the college which confers the degree.

Promotion

Each institution shall have a published policy regarding grades and promotion.

Requirements for the Degree

The candidate for graduation must have completed the prescribed curriculum of the college and have complied with all its regulations. Persons registered as special students and who already hold a doctorate in chiropractic may not be candidates for a duplicate degree.

CURRICULUM

The purpose of the curriculum is to provide the means for giving the student a thorough understanding of the structure and function of

the human organism in health and disease. A well-balanced presentation should give the student an understanding of the essential features of the life processes; digestion, excretion, physical and mental growth, nutrition, metabolism, energy, nervous control, the significance of developmental defects, behavior, and other elements which are fundamental of the understanding of pathological conditions. An understanding of structure and function should make it possible for students to identify deviations from the normal and should provide the essential facts required later for the diagnosis, prognosis, and treatment of disease.

Length of Course

The curriculum shall be presented over a minimum period of eight semesters or the equivalent for a total of not less than 4,200 hours.

Sequence

The course must be presented in a proper sequence of subjects to insure proper prerequisites.

Offerings

The offerings should include the following disciplines: Human anatomy; biochemistry; physiology; microbiology; pathology; public health; physical, clinical and laboratory diagnosis; gynecology; obstetrics; pediatrics; geriatrics; dermatology; otlaryngology; roentgenology; psychology; dietetics; orthopedics; physical therapy; first aid and minor surgery; spinal analysis; principles and practice of chiropractic; adjustive technique; and other appropriate subjects.

FACULTY

Quality of Instruction

Assessment of quality of instruction combines review of the education and experience of the faculty as reflected in the documentation in the faculty credentials file and on-site observation of classroom, laboratory, and other instructional activities. Answers to such questions as the following are sought:

- Does the formal education of the faculty, in the disciplines taught, substantially exceed the level at which the teaching is being done? Are the instructors adequately conversant with the upper reaches of the disciplines they are assigned to teach?
- Does the faculty motivate the students to seek solutions to problems and to reach for understanding beyond what is required?
- To what extent is knowledge from classroom and laboratory experience reflected in practice at the extern level?
- How do individual instructors seek to relate the material being presented to that being presented by colleagues?
- Is time available for individual instructor-student contacts?
- How do faculty members determine whether they are indeed attaining the objectives sought? Are such means effective?
- To what extent are faculty members involved in instructionally related research, and do they have adequate time and resources at their disposal?
- To what extent are individual instructors involved in pursuits to enhance their specialized and general knowledge? Does the institution provide incentives for such pursuits?
- Do the classroom and laboratory atmosphere give evidence of providing true learning experiences?

'What is the overall teacher-learner relationship on an institution wide basis?

'To what extent is the administration concerned with faculty-student ratio, faculty class loads, assistance for instructors in the laboratories, etc.? Is the administration truly concerned about the problems and needs of the instructors?

Faculty Organization

The faculty shall be organized by departments. The president or executive officer shall consult with the department heads in selecting other members of the faculty.

'Regularly scheduled meetings of the full faculty shall be held to provide a free exchange of ideas concerning:

'The content and scope of the curriculum .

'The teaching methods and facilities.

'Student discipline, welfare, and awards.

'Faculty discipline and welfare.

'Committee reports and recommendations.

'Recommendations for the promotion and graduation of students.

'Administration and educational policies.

'Recommendations to the administrative officers and to the trustees.

'The purpose and spirit of these meetings shall be to provide for faculty participation in the conduct of the college.

'The following standing committees shall be appointed by the president or executive officer, of which he may be a member ex officio: Admissions and Credentials, Curriculum, Clinic, Laboratories, Library, Examinations, Grades and Records.

Conditions of Service

Salaries shall be fixed by the chief administrative officer and shall be commnsurate with the value of the members to the institution.

A wide disparity between the salaries of instructional and administrative staffs, particularly in favor of the latter, tends to lower morale and discourage initiative.

Faculty members shall be encouraged to do research and be given reasonable assistance and the use of college facilities for this purpose. They shall be encouraged and assisted to pursue a program of postgraduate studies in their own and related fields and to prepare research papers periodically to be made available to the profession.

Arrangements should be made to allow opportunities to travel to conventions and society meetings, for the reading of papers, to visit other colleges, to attend educational symposia and similar activities.

Faculty members should be urged to seek membership not only on related professional associations but also in other learned societies.

A sound plan of tenure and retirement should be adopted by each accredited college.

CLINICAL EXPERIENCE

Clinical practice is the major feature in the educational preparation of the chiropractic physician. Accordingly, each college shall operate a general teaching clinic, or clinics, in which the extern can gain experience with patients in the various aspects of chiropractic practice. The following questions suggest the adequacy of the clinical training program:

Are the clinical facilities adequate in size, number, and resources to meet the following needs:

To attractively house the number of active patients appropriate to the size of the student body.

To provide quality experience in all aspects of patient examination: historical, roentgenological, physical, laboratory, and psychological.

To permit a comprehensive range of chiropractic treatment employing technics and physiological therapies reifective of of modern practice.

To provide space and teaching facilities for a clinical staff large enough to permit substantial individual exchange.

*Does the clinical setting provide study facilities for the externs?

*Is the general clinic conducive to both patient comfort and extern professionalism?

*Are the record and business aspects of the clinic adequately supportive of the goals of the clinical program?

*Is the clinical staff sufficient in number and credentials to insure the development of a high level of skills in the student?

*Are the patients consulting the clinic for health services sufficient in number and are their ailments sufficiently varied to allow the externs to obtain the experience necessary to develop and perfect the skills demonstrated in the classroom?

*Is there an evaluation system which ensures that each extern will be required to demonstrate acceptable competency levels in clinical skills?

*Is the patient management procedure of the clinic conducive to the development of poise and confidence in the extern?

*When consultation is indicated, is the extern encouraged to refer patients to doctors in other specialties?

*To what extent are the externs and clinic staff involved in instructionally related research?

LIBRARY PROGRAM

The chiropractic library program is viewed as a major educational tool of institutions training primary health care physicians. It will be evaluated not simply as a place, but as a learning resource in terms of the objectives of the institution.

Objectives

The library staff, in consultation with administration, faculty and students, shall develop and maintain a current explicit statement of library objectives in accord with the institution's objectives.

Organization and Administration

The college library shall be organized and administered in a manner which permits and encourages the fullest and most effective use of available library resources.

The library committee responsible for maintaining a systematic and continuous program for evaluating library policies and performance and for identifying needed improvements shall be considered essential.

The chief librarian shall be included in planning and policy-making meetings concerned with matters pertaining to the teaching-learning process, present and future, and shall be primarily responsible for implementing library policies.

The library shall develop statistics, not only for purposes of planning and control, but also to aid in the preparation of reports designed to aid outside evaluators. Such reports shall include data on faculty and student usage and a summary of accomplishments and problems.

Staff

The library staff shall be of adequate size and quality to meet the library's objectives.

The staff shall comprise a qualified librarian with a degree in library science and skilled supportive personnel and part-time assistants as needed.

Facilities

The physical facility of the library shall contain adequate space for housing its resources, administration of those resources by staff, and comfortable quarters and furnishings for utilization by patrons. An adequate facility will provide for a minimum of three years of anticipated growth.

Seating shall be provided for a minimum of 20% of the FTE student body and 10% of the FTE faculty and research staff.

Collections

The library's collections shall comprise all corpuses of recorded information owned by the college for educational, inspirational, and recreational purposes including audio-visual and printed materials.

An institution shall be required to show that its library holdings for education purposes reflect the objectives of the institution and the curriculum taught.

The library collections shall be frequently tested against recent bibliographics and other standard guides.

Services

The college library shall establish and maintain a range and quality of services that will promote the academic program of the institution and encourage optimal library use.

Proper service shall include: the provision of continuing instruction to patrons in the effective use of the library; the guidance of patrons to the library materials they need; the provision of information to patrons as appropriate; and availability of interlibrary loans.

The availability of reading materials shall be extended wherever possible by the provision of inexpensive means of photocopying.

The hours of access to the materials on the shelves, to the study facilities of the library, and to the library staff, shall be consistent with reasonable demand, both during the normal study week and during weekends and vacation periods.

Budget and Finance

The chief librarian shall have the responsibility for preparing, defending and administering the library budget in accord with the library's objectives.

The amount of the library appropriation shall be based on a defined program, and not set at a fixed percentage of the total educational and general budget. Such program shall include maintaining currency of the library's collections.

The cost of building basic collections shall be considered as a capital expense rather than as a current operating expense.

Appropriate records and internal accounting shall be maintained

Organization of Materials

Library collections shall be organized by nationally approved conventions and arranged for efficient retrieval at a time of need.

There shall be a union catalog of the library's holdings that

permits identification of items, regardless of format, by author, title and subject.

The catalog shall be in a format that can be consulted by a number of people concurrently and at a time of need.

In addition to the catalog there shall also be requisite subordinate files, such as serial records, shelf lists, authority files, and indexes to nonmonographic materials.

Except for certain categories of material which are for convenience best segregated by form, library materials shall be arranged on the shelves by subject.

Patrons shall have direct access to library materials on the shelves.

INSTRUCTIONAL AIDS AND EQUIPMENT

It is expected that there will be available for the use of the faculty, for instructional purposes, and for the students, for learning purposes, a wide variety of teaching and learning aids, both audio and visual. Such materials and equipment shall be under the supervision of a person who is knowledgeable in their care and uses and who will be responsible to see that they are in good working order and available when and where they are needed.

When the subject of physiotherapy is included in the curriculum, there shall be sufficient equipment for classroom and clinic purposes to insure a thorough knowledge in the effective use of all standard and acceptable physical therapeutic devices.

For the practical work in physical diagnosis, students shall be required to own the usual diagnostic instruments.

RESEARCH

Each institution shall make provisions for a research program by making available adequate time, space, and resources.

The following questions can serve as a guide in determining the adequacy of research activity within an institution:

- Is there a written Board or Administrative policy regarding the desirability and implementation of research?
- Are faculty encouraged to engage in research and is release time awarded from teaching to accomplish this?
- Does the budget carry line and detail items on money to be spent on research?
- Are monies provided in the budget for research consultants and/or attendance by staff at research oriented meetings?
- Are students encouraged to engage in research and are monies provided to help them in it, including research fellowships?
- Are facilities and equipment available to carry out research or could they be obtained on reasonable request?
- Is there any attempt to share information or staff with other institutions (public, private or chiropractic) in order to carry out research programs?
- How is progress on research programs measured?
- What results have come from research and have these been published in professional and scientific journals?
- Does the college fund raising program include publicity on research and are donors given an opportunity to invest in research activities?

PHYSICAL FACILITIES

Each college shall own or enjoy the full use of buildings adequate to accommodate the student body with classrooms, laboratories, clinic and library facilities, and offices for the administration and faculty. There shall be a vault for the safekeeping of valuable records and documents.

LABORATORIES

There shall be well-lighted and ventilated laboratories for the practical work in anatomy, histology, chemistry, physiology, bacteriology, histopathology, clinical pathology, roentgenology and chiropractic technique.

Every effort shall be made to supply the anatomic and pathologic laboratories with sufficient cadavers and specimens for individual and small group demonstrations.

The laboratories shall be large enough and adequately equipped to meet the educational needs of class sections.

The chiropractic technique laboratory shall be equipped with serviceable tables--at least one to every four students in the class.

It is recommended that the techniques and and anatomical laboratories have amphitheater-like arrangements for group demonstrations.

The plant and grounds, equipment and facilities, shall be maintained in efficient, sanitary, and presentable condition. All laws covering sanitation, fire protection, and other regulations respecting public institutions shall be enforced. There shall be sufficient personnel employed to carry out proper maintenance.

POSTGRADUATE (CONTINUING) EDUCATION

In addition to the general requirements outlined earlier in these "Standards", the following are added to apply to postgraduate (continuing) education programs:

Objective

The objective of the Postgraduate Division shall be to provide postgraduate education to better assist the doctor of chiropractic in the care of the public.

Organization

A postgraduate dean, director, or chairman shall be appointed

by the chief administrative officer subject to approval by the Board.

Administration

Supervision:

The postgraduate dean shall be under the direction of chief administrative officer and shall have adequate authority to manage the operation of his department.

Financial Management:

Records of all financial dealings of the postgraduate educational program shall be kept by the business office of the college which shall have charge of budget, accounting financial report, and properties.

Records:

The college shall maintain a detailed system of records covering the postgraduate operation which shall include matriculation, attendance, grades, issuance of certificates, and financial accounts of students.

Faculty:

The Postgraduate Division shall have a competent teaching staff, and its members shall be graded on the basis of their teaching experience in the specific field of presentation, successful teaching experience and their ability to utilize research.

Scholastic Regulations

Admission:

Only graduate doctors of chiropractic may be matriculated for credit or certificate in courses of manipulative or adjustive technique. Graduates of other first professional degree health provider institutions may be matriculated for credit or attendance

in other courses provided the courses are not those usually offered to members of the matriculant's profession. This subsection does not preclude chiropractic college faculty members from attending such courses.

Attendance:

Appropriate attendance records shall be kept.

Requirements for Certificate:

Every candidate for the certificate must have completed the required hours of instruction and obtained an adequate passing grade.

Curriculum

The Postgraduate Division or Department shall produce programs, courses and seminars that upgrade and advance the competence, knowledge, and ability of graduate doctors of chiropractic. Individual courses must be filed with The Council on Chiropractic Education prior to any presentation and shall include the following information:

- Need for such a course
- Purpose and objective of the course
- Length of the course in both hours and sessions
- Content of the course in outline or syllabus form
- Academic and attendance requirements of the course
- Credits or certificates awarded on successful completion of course
- Course-offering material designated whether for specialty qualification or not

All extension courses or seminars to be presented by a given college in any area outside of that college's state of residence shall require the prior authority of The Council on Chiropractic Education.

A college may not delegate to any outside person or group the responsibility for the management, direction, or presentation of postgraduate courses or seminars for which academic credit is to be granted by the college or the college's name be included except for local arrangements.

Physical Facilities

Plant:

The sites for extension classes must offer adequate facilities in relation to the needs of the course being presented.

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RULES AND GUIDELINES FOR USE IN INTERPRETATION OF THE PUBLISHED STANDARDS

ADMISSIONS

Preprofessional credits must be earned at institutions listed in the U.S. Office of Education "Education Directory--Higher Education". (CCE Minutes - January 1966)

Applicants must be graduates of, or eligible to return to, the last institution attended (CCE Minutes - January 1966) with an exception made where the applicant provides a letter of honorary dismissal from the last institution attended. (CCE Minutes - July 1975)

Credits from non-CCE accredited chiropractic colleges are to be accepted on a provisional basis. (CCE Minutes - February 1967)

College equivalence may be accepted if applicant has had certification of the credits by an approved institution of higher education. (CCE Minutes - January 1972)

A suitable method of establishing proficiency in English is through testing by the Institution for International Education or the U.S. State Department.

Before the fall enrollment of 1975, matriculants must present a minimum of 6 semester hours (9 quarter hours) each in the laboratory sciences of biological sciences and general and/or inorganic chemistry.

Before the fall enrollment of 1979, matriculants must present a minimum of six (6) hours in English or communicative skills; one course of a minimum of three (3) semester hours in psychology; one course of a minimum of three (3) semester hours in social sciences or humanities; and two courses of a minimum of six (6) semester hours of biological sciences with a lab and six (6) semester hours of chemistry, or foreign equivalency. (CCE Minutes - February 1976)

Before the January enrollment of 1980, matriculants must present a minimum of three courses totalling not less than nine (9) semester hours in chemistry with laboratory, one course of which shall be in organic chemistry, or foreign equivalency. (CCE Minutes - February 1976)

Visually handicapped persons should be treated no differently than any other student. They should not be denied admission, nor should higher scholastic requirements be demanded, nor should special scholastic or other types of privileges be granted because of visual handicap.

They, like all other students, must carry out laboratory assignments, including microscopic work and x-ray interpretation. If they can do this work, pas oral, written and practical examinations and meet all of the requirements of the college, then they can graduate. (CCE Minutes - June 1965)

Transfer of Students

1. Transfer students must meet the current admission requirements of the transferee institution.

2. Transfer students must present the transferee institution with a letter of recommendation from the transferor institution.

3. Transfer credits must be identifiable to the curriculum of the transferee institution.

4. No credit for courses with a grade below C (4.0 scale) may be transferred.

5. Where a student has interrupted his chiropractic training for a period in excess of five years, no credit shall be allowed on re-enrollment or transfer for courses previously taken. Such student must also meet current admission requirements.

ADVANCED STANDING

Advanced credits are to be based on official transcripts received directly from a chiropractic school acceptable to the Committee on Admissions of the college or from nonchiropractic but accredited institutions.

In accepting credits from colleges of arts and science, the college must make sure that they are not to be used for double credit, ie., toward meeting the prechiropractic and chiropractic requirements. (Procedures and Rules - 1970)

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CATALOG

UNIFORM STATEMENT ON NON-DISCRIMINATION
FOR C. C. E. COLLEGE CATALOGS

(Name of College) offers equal educational opportunity to all persons without regard to race, sex, creed, color or national origin.

This policy applies in all matters, including:

1. Admission and education of students
2. Availability of student loans, grants, scholarships and job opportunities
3. Employment and promotion of teaching and non-teaching personnel
4. Student and faculty housing situated on premises owned or occupied by the College
5. Off-campus housing not owned by the College but listed with the College for referral purposes
6. Activities conducted on premises owned or occupied by the College

CLINIC

The clinic graduation requirements are: 25 physicals with at least 10 outside (not student) patients; study 30 area x-rays; laboratory work to include 25 urinalyses; 20 CBCs and 10 blood chemistries; 250 chiropractic treatments. (CCE Minutes - June 1967)

DEGREES

The Council does not recognize Ph.C. degrees and opposes their use. (CCE Minutes - February 1968)

FACULTY

The maximum teaching load is 15 credit hours, counting two hours of laboratory instruction as a credit hour. (Rules 1970 as amended January 1973)

The faculty handling the basic science subjects, ie., anatomy, chemistry, physiology, microbiology, pathology, and public health, must possess a master's or doctor's degree in their corresponding field of teaching. (Procedures and Rules 1970 as amended June 1976)

After January 1, 1977, at least one member of each basic science discipline department or group of basic science courses (chemistry and physiology, anatomy, pathology and microbiology) shall be full time and possess a Ph.D. degree in the discipline unless special justi-

fication in the opinion of the Commission warrants waiver of the requirement. (CCE Minutes - June 1976)

All new faculty in the clinical sciences contracted for after January 1, 1977, shall have a first professional degree. Such persons shall be licensed (or in the process of being licensed). Members of the clinic staff holding first professional degrees must be licensed in the state of the institution's domicile. In addition, such persons shall have one of the following:

1. Baccalaureate degree
2. Certification status or eligibility
3. Resident status at the College
4. Three years full time practice experience. Said person shall be supervised by an experienced faculty member for at least two academic terms
5. Two years teaching experience at a first professional degree granting institution as a faculty member in that degree program

Special justification in the opinion of the Commission may warrant waiver of the requirements for the clinical sciences.

FACULTY/STUDENT RATIO

The faculty must be large enough to maintain a faculty (FTE) - student (FTE) ratio of one to fifteen.

In calculating the faculty/student ratio, the standard student unit is to be used. The full time student equivalent (FTE) is defined as 15 semester hours for students in undergraduate courses, and nine semester hours for students in exclusively graduate courses.

The FTE teacher concept means that teachers who are employed to teach part-time are are equated to an equivalent number of full-time teachers, generally this is based on a load of 12 semester hours of teaching. It does not mean that people employed full-time to teach should be equated to a smaller number of so called FTE teachers merely because they are not reaching a full load of 12 to 15 semester hours. The faculty administrators are to be counted as full-time teachers regardless of whether or not they are carrying a full-time teaching load.

The academic administrative positions of president, academic dean and department heads or their equivalent, are a necessary part of the instructional function, and are to be included in determining the faculty/student ratio. (CCE Minutes - June 1976, Item K)

Teachers or administrators designated above dedicating 26 or more hours per week in the employ of the college shall be considered as full-time faculty, even though carrying less than a full teaching load. The teacher has the right to the use of his spare time as he sees fit, provided it will not interfere with his college duties. (CCE Minutes - June 1976, Item K)

FINANCES

A college, to meet the financial stability requirements of the criteria, must have the financial resources to guarantee its ability to graduate its first year class. The amount of funds required to do this shall be determined from an analysis of the college's yearly financial statements of at least three years and taking into consideration the gradual decrease of operational costs. The college need not have in cash the funds needed to fulfill this provision, but must be able to show the ability to raise said amount from real estate and similar assets from endowments, forthcoming grants or gifts, from tuition and income from auxiliary enterprises.

A college whose debts impose a yearly repayment loan that cannot be covered by the income of that college shall be considered as not meeting the financial stability requirements of the criteria. For this purpose, tuition, clinic, bookstore, rentals, revenues from other auxiliary enterprises as well as endowments, guaranteed donations, and similar assured sources of revenue, shall be counted as part of the income of the college. (Procedures and Rules - 1970)

It is felt that an institution depending upon tuition monies for more than 80% of its total educational and general expense is in a precarious position. (Rules - 1976)

Debt service not covered by specific gifts for capital development or self-amortizing income producing property should not exceed 10% of the total annual operations budget. (Rule-of-thumb)

Educational and General Expense Distribution	Per Cent
Administration and General	25 - 30
Instruction and Related Activities	50 - 55
Library	5 - 10
Plant Maintenance	10 - 15

(Rule-of-thumb)

LABORATORIES

A physical therapy laboratory is to be conducted if this subject is taught. (Procedures & Rules - 1970)

C. C. E. P O L I C Y

RESOLUTION REAFFIRMING C.C.E. POLICY ON NONDISCRIMINATION AND EQUAL OPPORTUNITY

INASMUCH as the Council on Chiropractic Education and Commission on Accreditation have always conducted their affairs in accordance with nondiscriminatory and equal opportunity practices with regard to membership, service, hiring, appointment, promotion, assignment or other conditions,

BE IT, THEREFORE, RESOLVED that the Council and Commission do hereby reaffirm their nondiscriminatory and equal opportunity policies and will not allow violation of these policies to take place within these organizations, and

BE IT FURTHER RESOLVED, that as the recognized agency for accrediting colleges of chiropractic, The Council on Chiropractic Education, through its Commission on Accreditation, shall monitor colleges related to it to insure that nondiscriminatory and equal opportunity policies are effectively followed in these institutions.

RESOLUTION RELATING TO C.C.E. POLICY ON CONSULTANTS

WHEREAS, Consultants listed and approved by the Council on Chiropractic Education and the Commission on Accreditation represent these two groups by their deeds and actions, and,

WHEREAS, It is not possible to separate their role as CCE consultants, once so listed and approved, from any consultative activity with institutions related to CCE and the Commission, and,

WHEREAS, Unauthorized consultative activities by consultants can prove detrimental to the work of the Council and the Commission,

THEREFORE, BE IT RESOLVED, that there shall be the policy of the Council and the Commission that no person listed and approved as a consultant for the Council and Commission shall serve as a consultant to any institution related to CCE and the Commission without approval from these groups.

PROCEDURES FOR REVIEWING COMPLAINTS AGAINST INSTITUTIONS HAVING STATUS WITH, OR APPLICATION BEFORE, THE COMMISSION ON ACCREDITATION OF THE COUNCIL ON CHIROPRACTIC EDUCATION

1. The complaint is received by, or forwarded to, the Executive Secretary of the Commission on Accreditation.
   a. Only written complaints will be acknowledged and reviewed.
   b. If a verbal complaint is received, the complainant is informed that the Commission cannot review a complaint unless it is in writing. Complainant is requested to put details in writing on complaint forms supplied by the Commission.

2. Commission staff reviews the complaint, acknowledges its receipt, and requests additional information if needed.

3. The chief administrative officer of the institution against which the complaint is made is contacted in writing and informed of the complaint and is requested to provide written details regarding its views of the circumstances surrounding the complaint.
   a. Verbal information may be obtained when urgency does not allow time for a written response. Any verbal request from the Commission is to be followed by a confirmation in writing.
   b. The institution is also requested to put into writing any information supplied verbally.

4. Commission members and/or staff may be assigned by the Commission chairman to visit the institution, if necessary, to obtain additional information. The complainant may also be given an opportunity to meet with Commission representatives.

5. The complaint and all available information are reviewed by the Commission's Executive Committee and staff to determine the validity of the complaint and the appropriate course of action. Legal counsel may be obtained where deemed necessary.

6. The chief administrative officer of the institution is informed in writing of the preliminary findings and is provided an opportunity to make written comment on the appropriateness of the findings and to submit additional written comments if the institution disagrees with the findings.

7. The information obtained from the institution is reviewed and considered prior to further action.
   a. If the institution is in substantial agreement with the proposed findings the Commission Executive Committee and staff develop a response to the complainant.
   b. If the institution is not in substantial agreement with the proposed findings, an effort is made to identify and to reconcile the possible differences.
      I. Following the reconciliation of differences, the Executive Committee and staff develop a response to the complainant.
      II. If a reconciliation of differences cannot be obtained, the Executive Committee and staff develop a response to the complainant, and the institution is provided the opportunity to also file a response indicating any differences that may exist.
      III. The response to the complainant provides for an opportunity for reaction if the resolution of the complaint appears unsatisfactory to the complainant. The Executive Committee and staff will further review any additional information supplied by the complainant and will determine, in cases where a reconciliation of differences cannot be obtained, whether to submit the complaint to the entire Commission for a recommendation.

8. The final disposition of the complaint ordinarily includes one of the following procedures:
   a. Response to the complainant which in the majority of situations provides clarification of the complaint and adequate information for resolution.
   b. Recommendations to the institution suggesting changes in procedures or adherence to laws, CCE criteria and rules, or ethical practices.

c. Visitations to institutions by Commission or staff members in order to assist the institution in reviewing and correcting problem situations.
d. Other recommendations or action which the Executive Committee and staff, or the entire Commission, deem appropriate under the circumstances.

RESOLUTION RELATING TO CONFIDENTIALITY

WHEREAS, Section 7.02 of the Bylaws of the Council on Chiropractic Education places all matters pertaining to the accreditation process in its Commission on Accreditation, and,

WHEREAS, the integrity of the accreditation process depends, in part, on the Commission on Accreditation maintaining confidentiality with all aspects of the process other than reporting of procedure and decisions,

BE IT THEREFORE RESOLVED, that members of the Commission on Accreditation, its agents and employees, shall not divulge to any source any institutional aspect of the accreditation process other than reporting of procedure and decisions in accordance with Council standards. An institution may waive its right of confidentiality to all or any part of confidential materials by express or implied consent. An institution which makes public any part of its confidential Commission materials shall be deemed to have waived its right of confidentiality of said materials by implied consent. The Self-Study shall be considered the property of the institution and the institution may make such distribution of the report (or its contents accurately and fairly reported) as it chooses. Such distribution shall not be considered waiver of confidentiality by implied consent as to the Self-Study.

The Chairman of the Commission or the Commission itself shall determine if an institution has waived its right of confidentiality and the Chairman of the Commission shall designate the Commission member, agent or employee who shall release such information as is proper and appropriate.

BE IT FURTHER RESOLVED, that violations of the above stated policy shall subject Commission members, their agents or employees to such disciplinary action as the Commission may deem appropriate in concert with the full Council.

EVALUATION AND LISTING OF ACCREDITATION STATUS OF EDUCATIONAL OPERATIONS IN MULTI-CAMPUS UNITS

Where an institution conducts educational operations in more than one location, the Commission determines, in consultation with the institution, the manner in which evaluation will be carried on and accreditation status designated.

Multi-campus units will be treated as separately accreditable units and will be listed as such in Council announcements and publications of status. Exceptions shall be made only at the discretion of the Commission.

Planning and establishment of additional educational units by an institution may be reviewed and approved by the Commission.

POLICY STATEMENT ON EQUIVALENCY

INASMUCH as the Commission on Accreditation of the Council on Chiropractic Education has been recognized as the sole national accrediting agency of the educational institutions of the Chiropractic profession, it acknowledges a responsibility to insure the validity and common interpretation of its standards and procedures. Whenever such standards and/or procedures are expressed in terms of "equivalency" or "equivalent to", the Commission reserves the right to interpret these terms.

STATEMENT OF ETHICS

The Council has adopted as an interim statement the document "New Expectations for Fair Practice".*

*Elaine H. El-Khawas, New Expectations for Fair Practice, American Council on Education, Washington, D.C., pp 23.